

CSEFEL Coaching: Supporting Implementation of the Pyramid Model



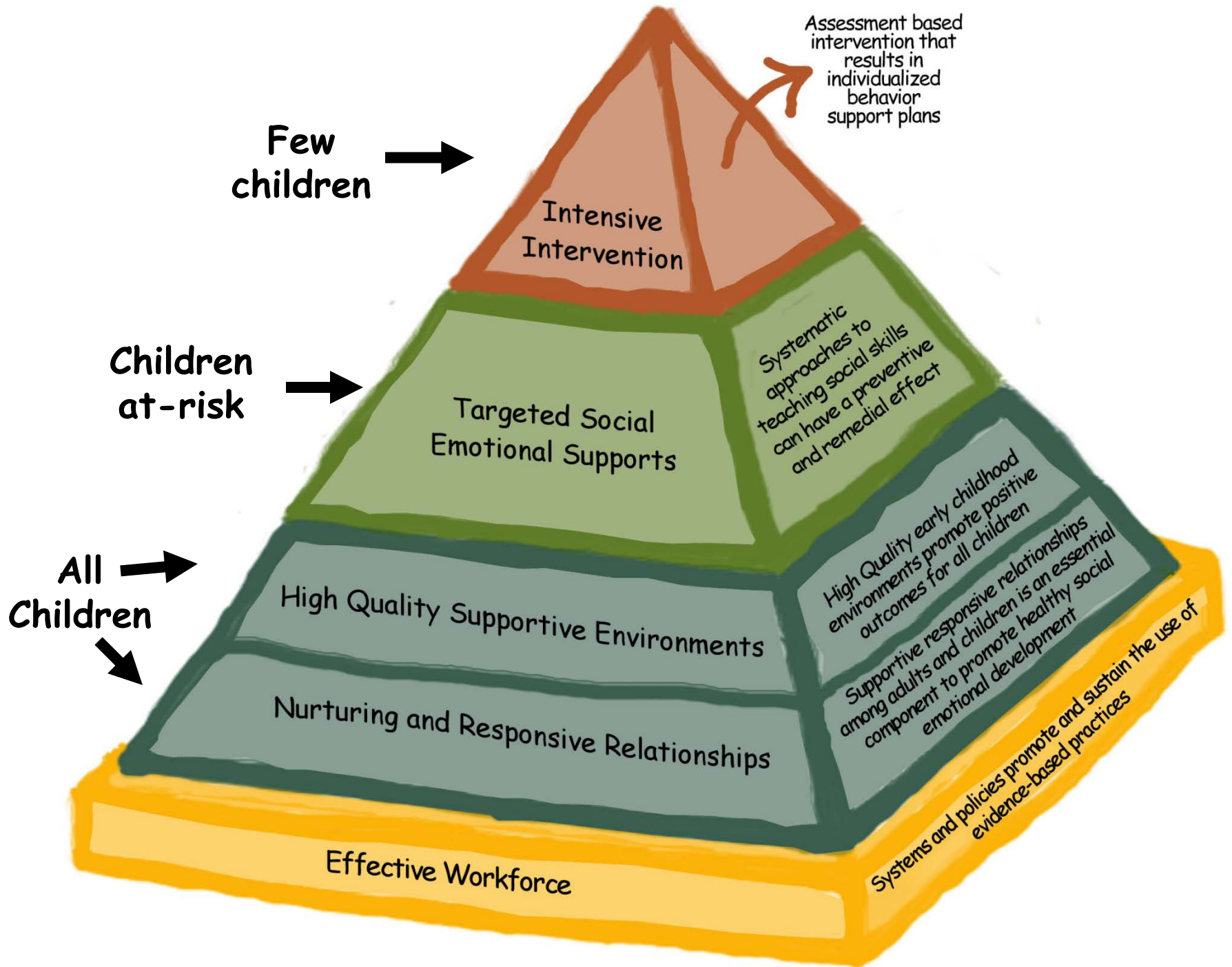
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Agenda

- 1) What does it mean to be a CSEFEL Coach
- 2) Coaching and the pyramid model
- 3) The coaching process
- 3) Strategies and tools for coaching around the Pyramid Model



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Coaching Framework

- Model for applying best practices related to learning theories for coach workforce development
- Critical for the replication of evidence-based practices
- Supports and requires skill-based learning and the demonstration of these skills for proficiency



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Phases, Activities and Skill-Sets for Coaching Framework

- Introducing the Teacher to the Pyramid
- Preparing for Coaching
- Ongoing Professional Development through Coaching
- Pyramid Model Adherence



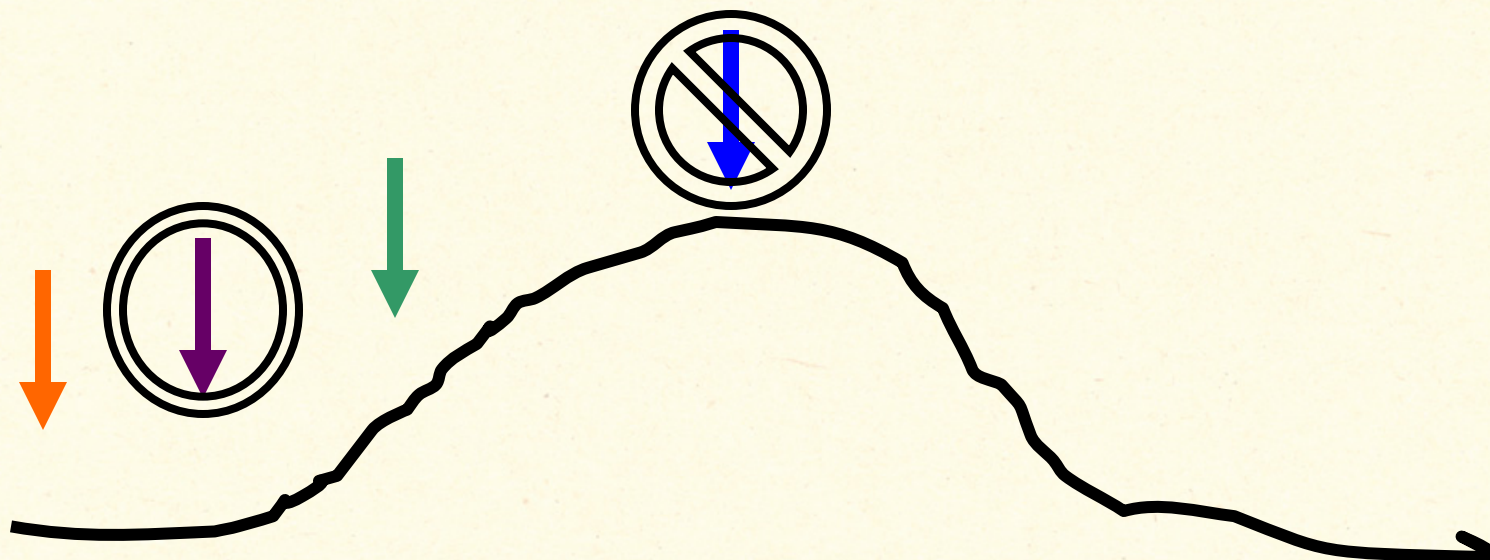
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Coaching Impact

Joyce and Showers, 2002

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
...+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Identifying Teachable Moments (When coaching has an impact!)



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Coaching Teachers

- Occurs between the teacher and someone with specific expertise based on:
 - Goal setting
 - Skill development
 - Actions that produce results (i.e., behavior change)



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Coaching

- *Coaching Is*
 - Collaborative
 - Iterative
 - Focused on skill-building
 - Reliant on observation and feedback
 - Goal-directed
 - Outcomes-driven
- *Coaching Is Not Just*
 - Providing advice/tips
 - Supervision
 - Modeling
 - Training with classroom observation



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Coaching Teachers

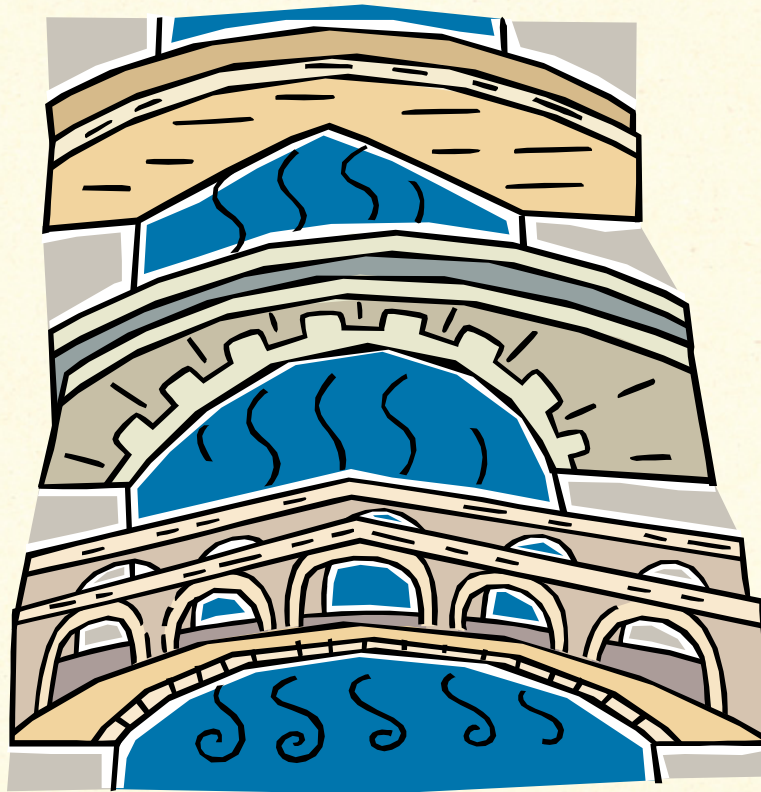
- Regular coaching sessions consist of:
 - How are you doing?
 - Progress check: what have you accomplished since we last met?
 - Work for today: set priorities and a timeline
 - What is next? (i.e., actions items, questions for reflection, resources needed)



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Coaching Teachers in Implementing the Pyramid

Hearing
about it in
training



Implementing
it in daily
practice



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Support/Coaching Activities

- Providing training
- Guiding implementation
- Observing teachers using the TPOT
- Coaching teachers
- Coaching teams
- Guiding data collection
- Assisting with the analysis of data
- Guiding site leadership
- Assisting with accessing needed resources
- And other capacity-building efforts that results in implementation fidelity and maintenance



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Fidelity of Intervention

- Fidelity = degree to which interventions are carried out as planned
- Determined by accuracy and consistency of implementation



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The goal should drive activities

- Implementation fidelity within the program
- Build the capacity of the teacher/program to sustain the effort
- Ensure that a data based model is used to make decisions and monitor outcomes

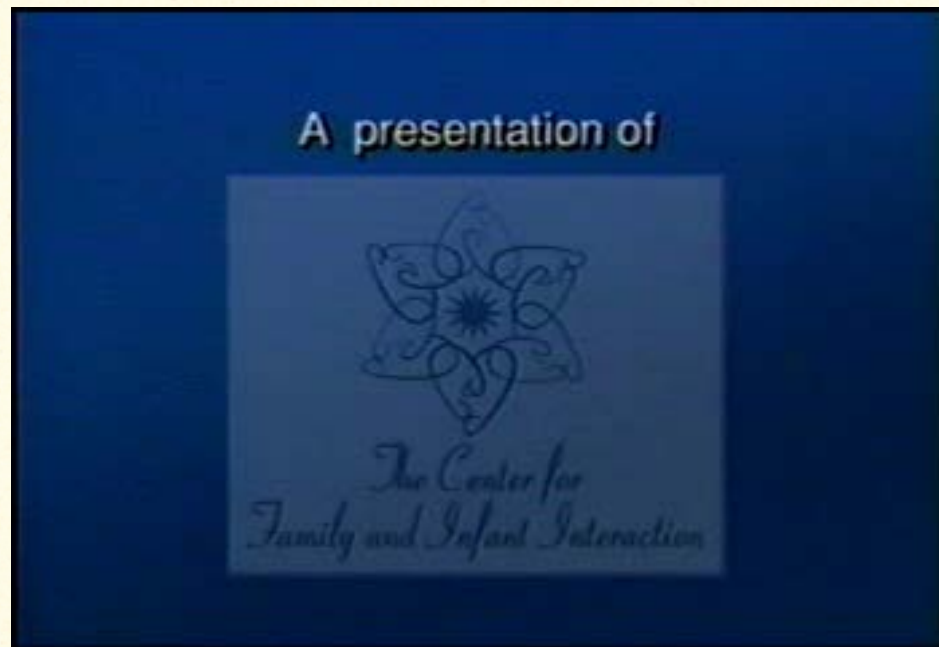


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Gone Through Any Changes Lately

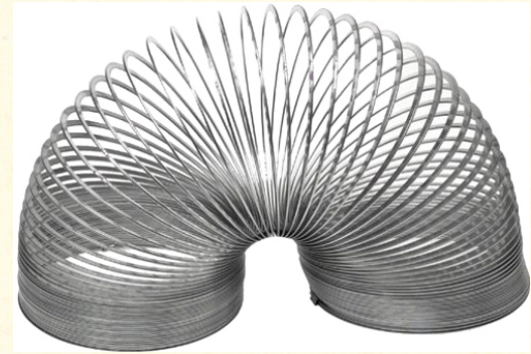
Produced by Larry Edelman and Joy Browne, JFK Partners, University of Colorado Health Sciences Center. This videotape is available for \$49.95 from Western Media Products.

http://media-products.com/catalog/product_info.php?cPath=25&products_id=41



Coaching for Changes in Practice

- Excitement?
 - What opportunities do you anticipate?
- Worries?
 - How will this stretch you?
 - How might this stretch teachers?
- Questions?



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Coaching Teachers in the Pyramid

- Provides ongoing support to teachers after or as they receive training in the Pyramid model
- Focuses on specific skill sets from the pyramid framework



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CSEFEL Inventory of Practices

- Self-assessment and action planning tool
- Identifies practices at each level of the pyramid model



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Table Talk

- Examine skill set for your level of the inventory
- What practices do teachers struggle with the most
- What are successful professional development/training/support strategies you have used for implementation



Coaching: Starts with Relationships

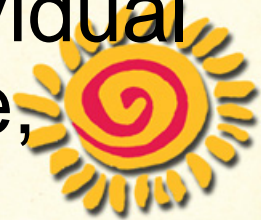
- Partnership with teachers
 - Equality
 - Choice
 - Voice
 - Dialogue
 - Reflection
 - Reciprocity



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Building Relationships/Developing Coaching Partnerships

- Orientation to coaching
- Orientation to the Pyramid Model
- Clarifying expectations
- Review of agency/program policies and procedures related to coaching issues
- Establishing a good sense of individual provider's strengths, learning style, culture and needs



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Initiating the Relationship

- One to one interview (10 minutes or more)
 - Teacher's goals
 - Teacher's concerns
 - Challenges that affect teaching
 - Effective ways to learn new skills
- Small group presentation
- Large group presentation



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Initiating the Relationship (cont.)

- Willing to partner, not coerced
- View coaching as beneficial
- Understand coaching will be support, not evaluation



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Building Relationships

- Get to know the provider
 - Recognize personal accomplishments
 - Acknowledge their challenges
 - Take an interest in them as a person
- Ask when are good times to reflect/meet
- Ask for daily schedule
- Get silly, have fun!



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Responsive Mirror Dance Activity

- A reflective activity about teaching and learning
 - You and your partner stand face to face
 - One leads, the other follows by mirroring the leader's actions/sound
 - Reverse roles
- Reflective Questions for Group Discussion:
 - How did it feel to be the leader?
 - How did it feel to be the follower?
 - What did you learn through this activity as the leader?
 - What did you learn as a follower?



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Coaching is Reflective...it's about
teaching and learning and then
learning and teaching



Teach
Learn

The image shows the words 'Teach' and 'Learn' in a 3D, blocky font. 'Teach' is in a light yellow color and 'Learn' is in a light blue color. They are positioned one above the other, centered within a light blue oval shape. The background of the entire slide is a gradient of yellow and orange.

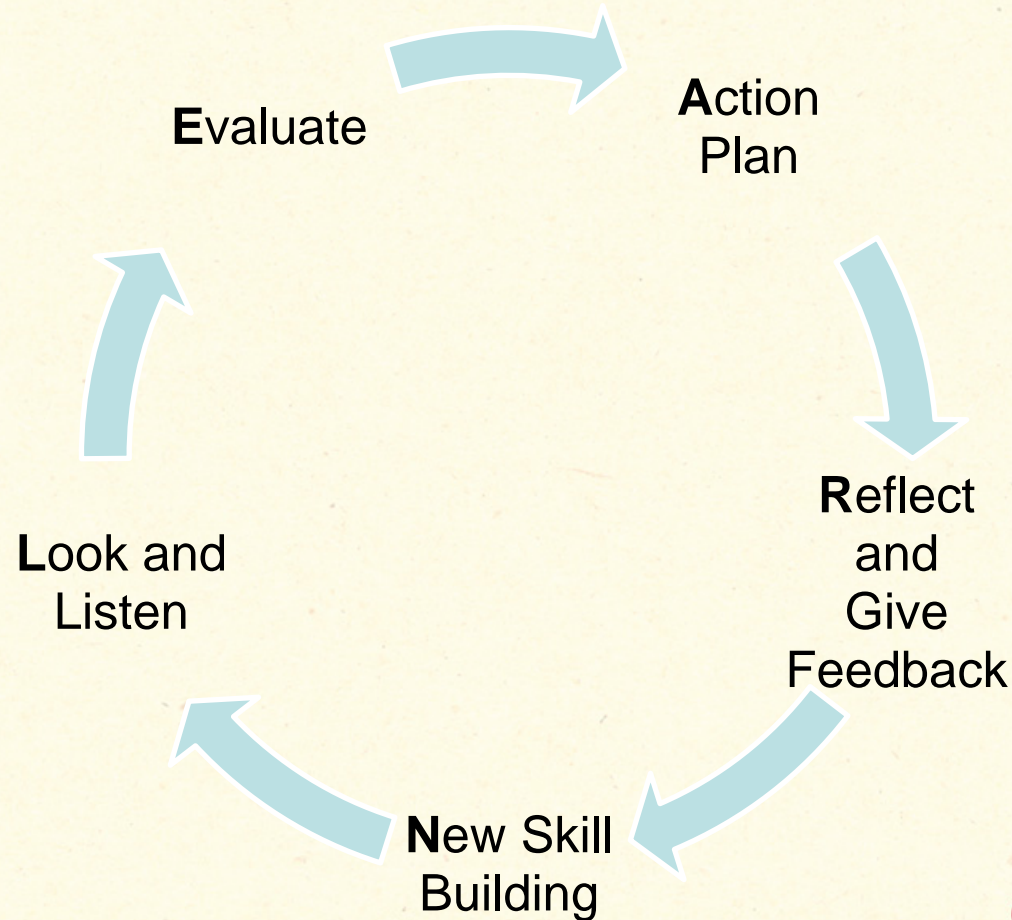
Pyramid Coaching Process

- Preparing for Coaching
 - Conduct baseline observations using the TPOT
 - Meet with teacher to review TPOT and develop action plan
- Observe teacher with a focus on action plan items
 - Use specific TPOT items
 - Use other observational measures
 - Model, feedback, and provide suggestions as planned
- Debrief with teacher
 - Provide positive performance feedback
 - Provide corrective performance feedback
 - Discuss issues related to individual children
 - Develop implementation steps
 - Plan for next observation
 - Use a variety of strategies (e.g., video, problem solving)



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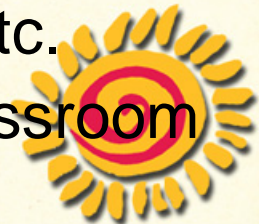
L-E-A-R-N: 360° of Coaching



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Look and Listen

- Relationship building is the foundation to good coaching
- Initiation - getting to know each other
- Orientation, policies, procedures
- Mutual conversations (Kinlaw, 1999)
 - Each share information and skills
 - Pyramid Model, Child Development, etc.
 - Information about the children and classroom



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Look and Listen: Questions to Ask

- What would you like help with?
- What children do you have questions or concerns about?
- What techniques or strategies have you tried? And what happened?
- What supports do you feel you need to be successful?



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Evaluate by Observing

- Can be planned or spontaneous (Hanft, Rush, & Shelden, 2004)
- Can be anecdotal or formal
- Can be through video, dialogue about past events, interviews, reports, or live observations



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Evaluate by Observing: Questions to Ask

- Do you prefer I observe and
 - Take notes to talk at a later time?
 - Comment and ask questions as things occur?
 - Then model some strategies and techniques?
 - Video tape so that we can review together?



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Evaluate by Observing:

Questions to Ask (cont.)

- Could you show me how you _____?
- Let's give _____ a try, would that be ok?
- Would you like me to try it and then you take a turn?
- Do you feel more comfortable trying this when I am not here?



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Action Plan

- Plan for Action and Practice; but remember there will also be those moments that require spontaneous action
- If providers help with development of a plan they will be more likely to act on it
- It's a joint effort, make determinations jointly and offer support



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Action Plan: Questions to Ask

- What would you like to work on?
- What is the first strategy/idea you would like to try?
- What additional information do you need?
- How much time would you like in preparing for my next observation?
- NOTE: Be ok with silence
 - Adults need time to think and process too



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Reflect and Give Feedback

- This can happen throughout coaching; it is ongoing
- Coach asks reflective questions
- Coach give feedback
- Coach provides resources and information for continued learning
- Coach encourages, affirms, and acknowledges
- Feedback should occur from both the coach and the provider



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Encourage, Affirm & Acknowledge...

- Coach encourages, affirms, and acknowledges:
 - You really got it when you _____,
 - I enjoyed the way you _____,
 - I would love to share with others how you _____, etc.



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Giving Feedback...

- Feedback should occur from both the coach and the provider
 - I heard you say....,
 - I see....,
 - I understand....,
 - You seem (feeling), etc.



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Reflect and Feedback: Open-Ended Questions to Ask

(Hanft, Rush, & Shelden, 2004)

- Objective Questions (who, what, when, where, how)
- Interpretive Questions (asks for the learner's interpretation and what to do next)
- Comparative Questions (compares the learners past to present)



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Reflect and Feedback:

- Objective Questions (who, what, when, where, how)
 - What is happening with _____?
 - What are you doing about _____?
 - What have you tried with _____?
 - When does _____ have challenging behavior?



Reflect and Feedback:

- Interpretive Questions (asks for the learner's interpretation and what to do next)
 - What is he communicating when he _____?
 - What do you think would happen if _____?
 - Why do you think _____?



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Reflect and Feedback:

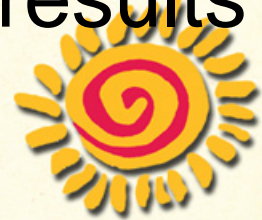
- Comparative Questions (compares the learners past to present)
 - Knowing that now, how would you do it the next time?
 - How does this relate to your professional development?
 - How does this compare to _____?



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New Teaching Skills

- Practices/strategies must have contextual fit
- Need to support the learner
- Provide coaching until implementation fidelity and fluency
- Maintenance is more likely if the practice is valued and efficiently results in outcomes



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New Teaching Skills: Questions to Ask

- How long would you like to practice before my next visit?
- How can I support you with this new skill?
 - Do you need help with _____?
 - Do you want me to model how to _____?
 - Have you ever used this teaching strategy before?
 - What would you do if _____?



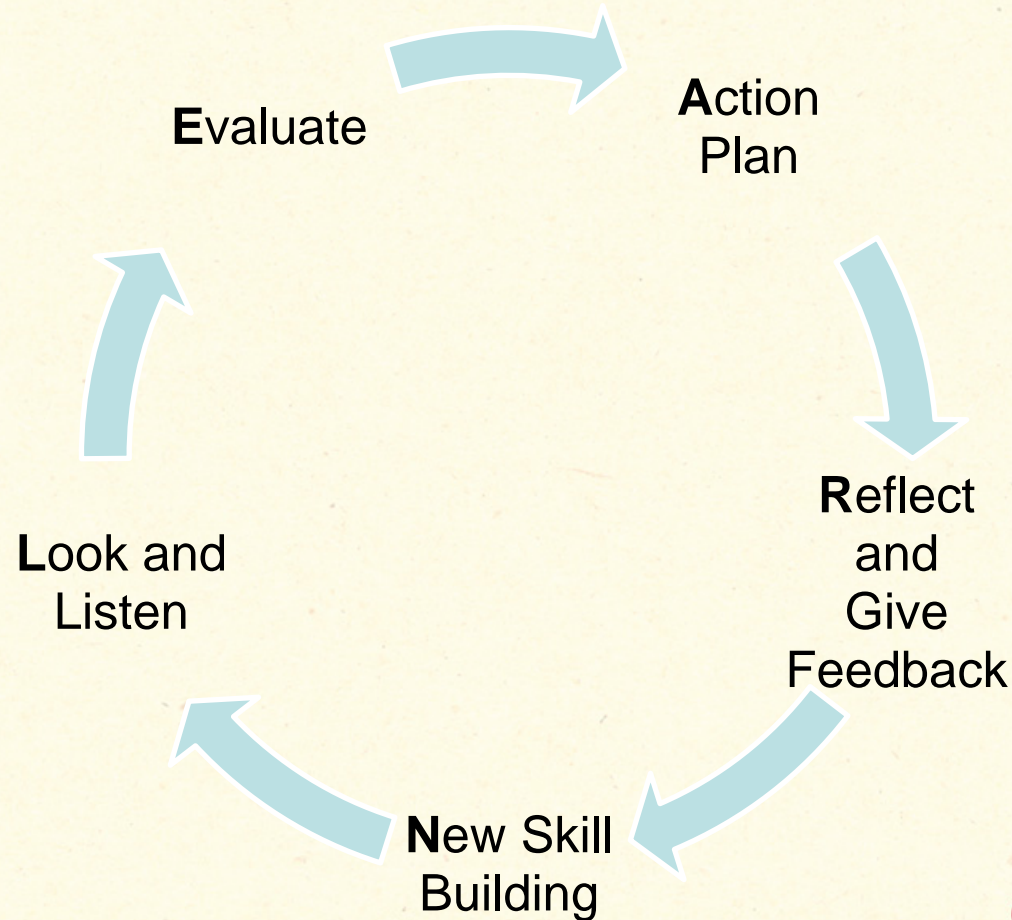
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Coaching with L-E-A-R-N

- **L**ook and listen: what is the provider doing in the work setting? What is he or she telling you?
- **E**valuate: review your data with the provider
- **A**ction Plan: set some goals together
- **R**eflect and give feedback: set a time to review progress, observe, and offer objective feedback about what is currently taking place
- **N**ew skill building: set small goals toward big skill sets and work on increasing skills as the provider makes progress



L-E-A-R-N: 360° of Coaching



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Coaching Practice Activity

- Read Scenario
- Discuss issues at your table or with your partner
- What went wrong?
- What should have happened?



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Coaching Session: Developing an action plan

- Open with positive greeting
- Restate goals of coaching process
- Ask teacher if there are questions/concerns
- Review TPOT strengths and areas for focus
- Review teacher's self assessment if completed or ask teacher to identify what Pyramid practices she wants to focus on
- Develop action plan



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Ongoing coaching to fidelity

- Refer to action plan goal
- Give teacher descriptive positive feedback on performance related to goal/pyramid implementation
- Give suggestions for strategies to work on
- Develop new action steps if needed (what teacher will do, what resources you will provide)



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Email Feedback

- Positive statement about observation
- Supportive feedback for teacher's implementation based on observation
- Suggestions for improving implementation
- Provide ideas and resources
- Close with encouraging statement



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Hi Ms Fox ,

This email is meant to summarize our last meeting together, and hopefully wrap up anything we said we would do before we meet again. I know it is sometimes hard for you to see, but I am truly amazed at how much your students have grown in such a short period of time. Look at your little Andy, he heard the clean-up song and started cleaning up his center without anyone prompting or helping him. I wanted to jump out of my chair, awesome!

To get the most out of the Pyramid, we have to be sure to use it as a total package. My goal for these emails is always to give you more ideas to create the total package. I know you are working alone most days and are feeling overwhelmed, but take my word for it you have done a great job at creating nurturing relationships, and a high quality learning environment for all your students.

1. All kids really seem to get the circle rules, now we just have to be consistent and purposeful in the way we are teaching the center time rules. Remember to review them with the whole group before they are released from centers, check to make sure they are understanding, and help them to practice each rule during non-crisis times. Most of them know what is expected of them, so we may need to individualize for a couple of our little friends who are having trouble following each rule.

2. Your class is doing a great job at working together and taking turns, hopefully the new sharing book I brought will help them to start working on that skill. It's going to be a hard one for some of them, so you will need to review and give them lots of opportunities to practice with you there to guide them. But I think your idea of selecting one skill to work on at a time is perfect and hopefully they will get this sharing thing figured out quickly.


I am planning to see you again on Friday the 26th . Send me an email to confirm this is still good for you. Thanks so much for wanting to work with our project. I know that it is time consuming and you have been working hard on implementation. Its been great to collaborate with you.

Hang in there, thanks for everything you do!


Denise



open the e-mail



**provide supportive
performance
feedback**



**provide corrective
performance
feedback**



**provide targeted
support**



**support planned
actions**

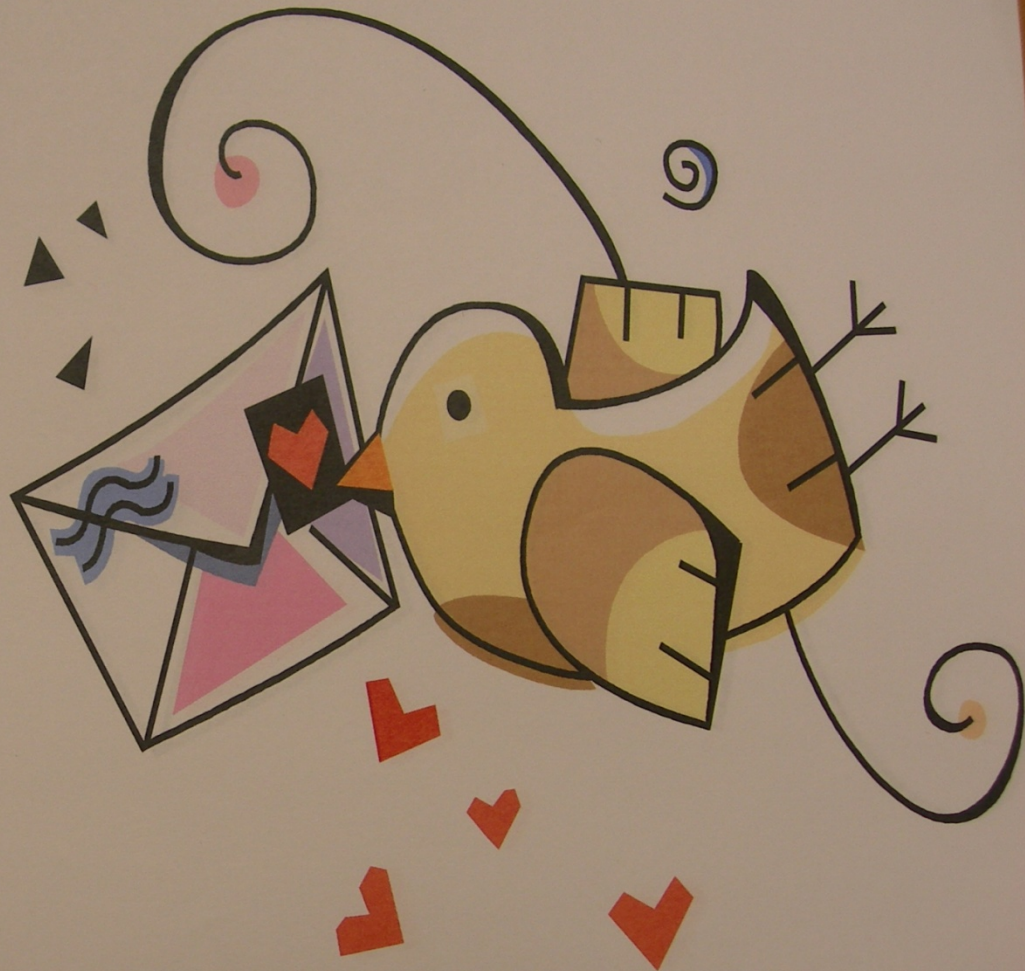


end the e-mail

JUST A NOTE TO SAY....YOU ARE DOING A GREAT JOB!

This certificate is awarded to

**in recognition of valuable contributions to
Hillsborough County Head Start/Early Head Start**



Signature

Date

Sugar Grams

- Just a spoonful of sugar helps the medicine go down...
 - You are ...
 - You have...
 - You can...



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Coaching Light

- Goal to be appreciated, accepted, and liked
- Relationships more important than the outcome
- Might avoid challenging conversations
- Coach finds self assisting, providing resources, supporting
- Feedback linked to teacher actions only



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Coaching Heavy

- High stakes interactions focused on child learning
- Using data, stretching and working outside of comfort zone
- Holding high expectations for the teacher
- Conversations that include beliefs and actions



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Observations

- Side by side verbal and gestural support
- Problem solving discussion
- Observing
- Videotaping
- Modeling
- Helping with environmental arrangements



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Debriefing

- Problem solving discussion
- Reflective conversation
- Video review
- Role play
- Demonstration
- Helping with environmental arrangements
- Performance feedback: verbal
- Performance feedback: graphical
- Goal setting – action planning
- Graphing
- Providing materials



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Data-Based Feedback

- Collect data to provide objective view of events
- Review data with teacher within problem solving discussion, for reflective conversation, for graphing and review, or to set goals



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Whole Group Activity:

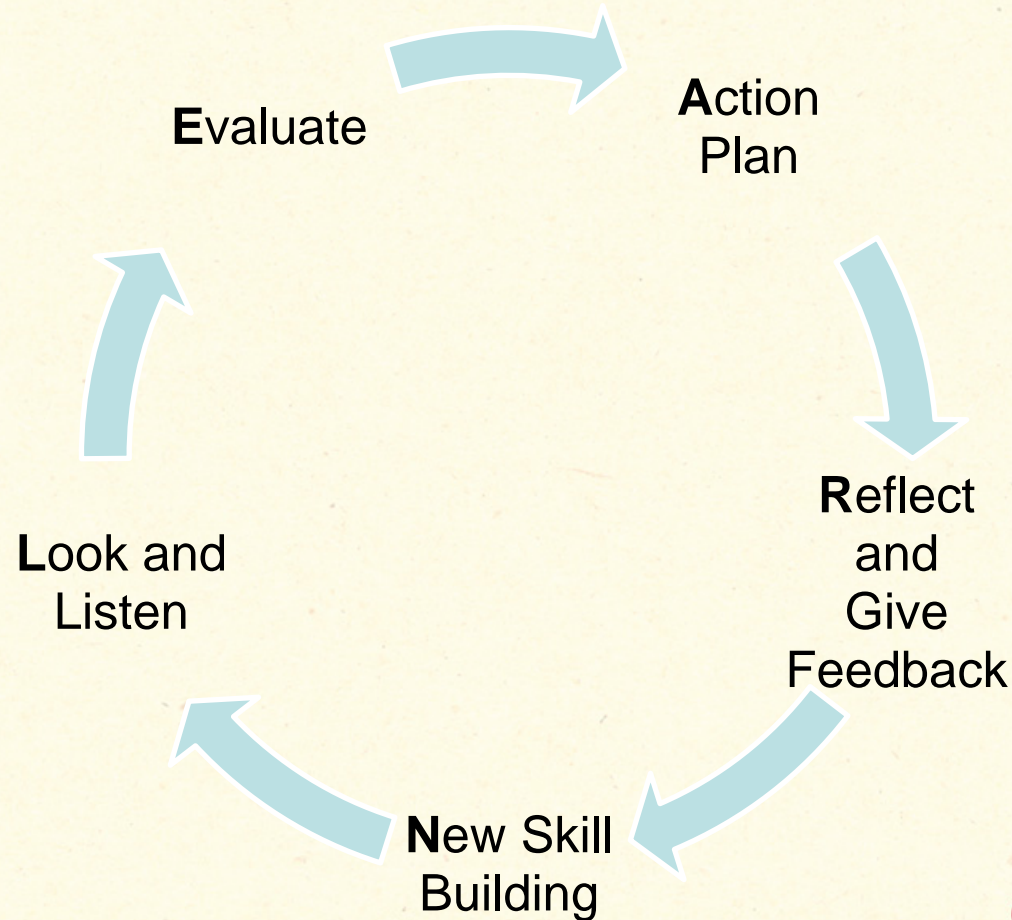
What Do I Say Now?

- Chaotic transitions
- Frequent use of “no” , “don’t”, and “stop” rather than more positive directions.
- Low frequency of praise, or only general praise (“good job”)
- Extremely long, inappropriate circle times (more than 30 minutes)
- Inappropriate punishments (threats, writing out rules, removal for long periods of time)
- Low engagement in activities (worksheets, inadequate center materials)
- Expectations for behaviors or performance set too high (3 year olds working on memorizing sight words)



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L-E-A-R-N: 360° of Coaching



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What have we learned about coaching?

- It takes a significant amount of coaching to get teachers to criterion levels of using the Pyramid practices
- Teachers need help knowing where to start in terms of implementing the Pyramid practices
- Teachers need help accessing and developing materials
- Getting teachers focus on the bottom of the pyramid can be difficult



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Using Data for Precision

- Classroom is out of control
- Ms. G has lots of behavior problems
- Emily is an aggressive child
- We have a major problem with behavior

VS.

- Classroom A had 20 behavior incidents last month
- Ms. G had 12 incidents in October, 3 in November, and 2 in December
- Emily had 26 incidents of aggression in August
- The program overall had 32 incidents in September, 48 incidents in October, and 36 incidents in November



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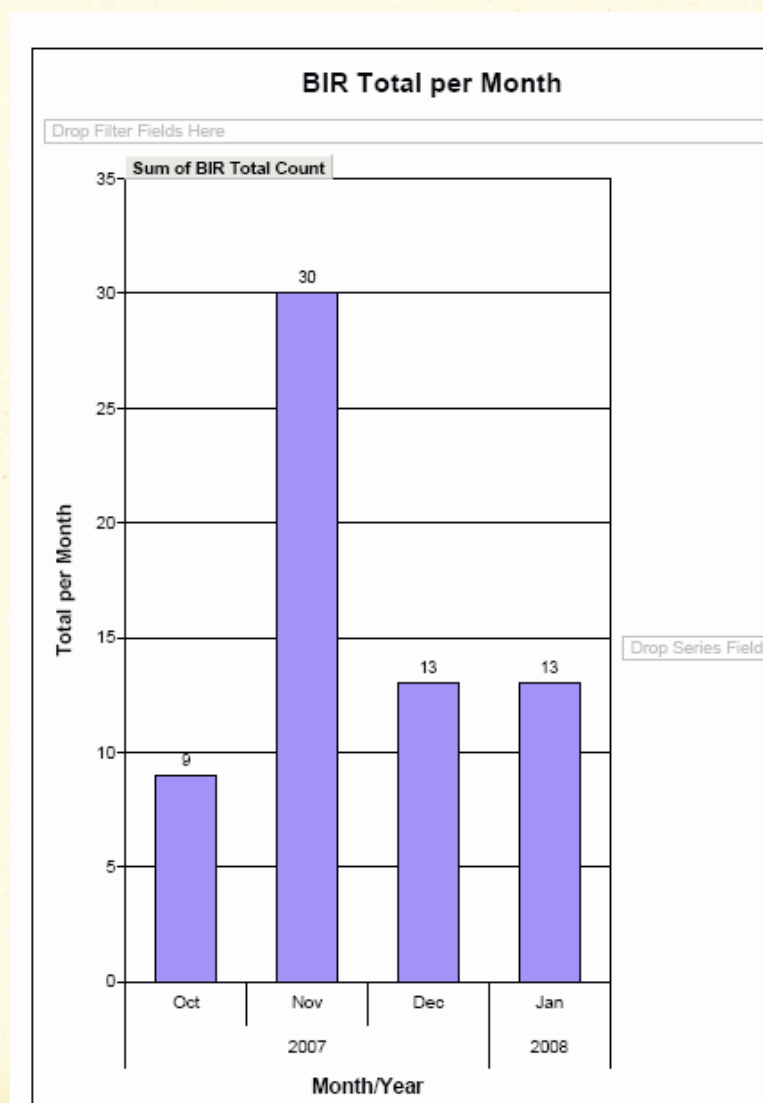
Data-Based Decision Making

- What child needs support?
 - What might explain?
 - What can be done?
- What activities are problematic?
 - What might explain?
 - What can be done?
- What teacher needs support?
 - What might explain?
 - What can be done?
- What are the behaviors that occurring?
 - What might explain?
 - What can be done?
- What is the frequency and what is contributing?
 - What might explain?
 - What can be done?



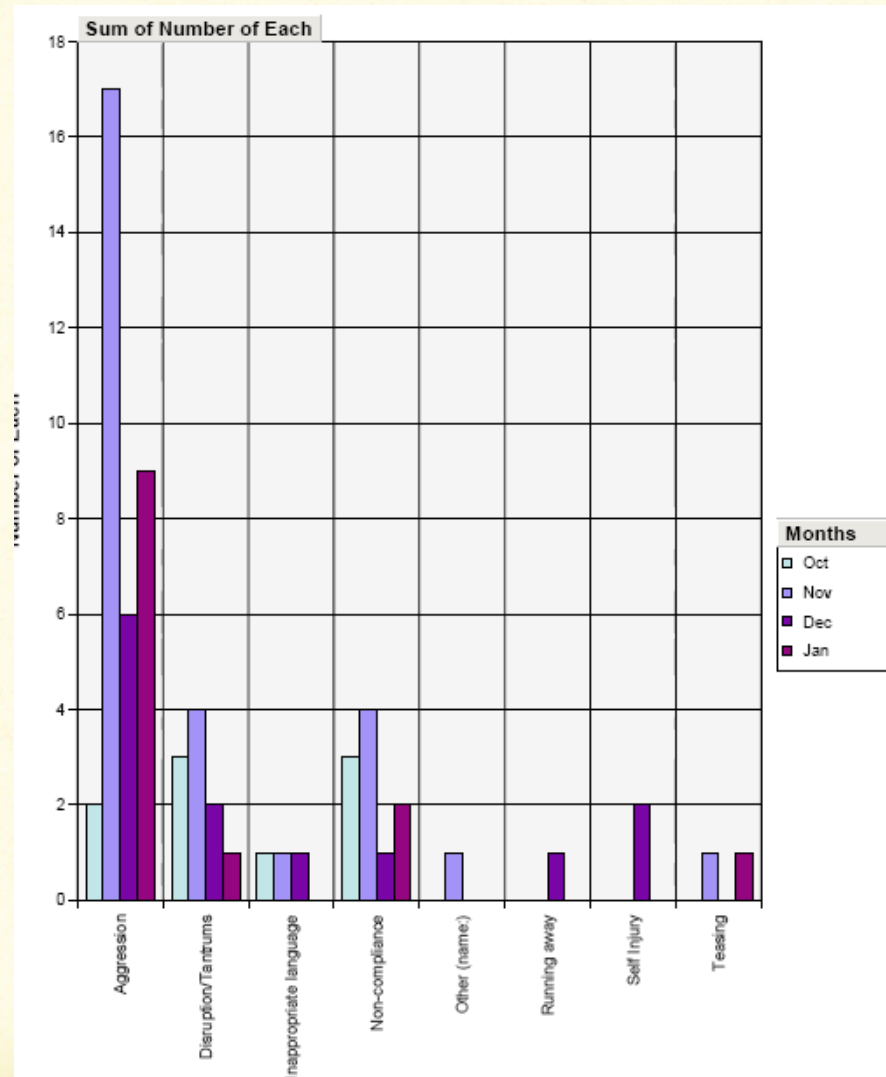
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How Often is the Behavior?



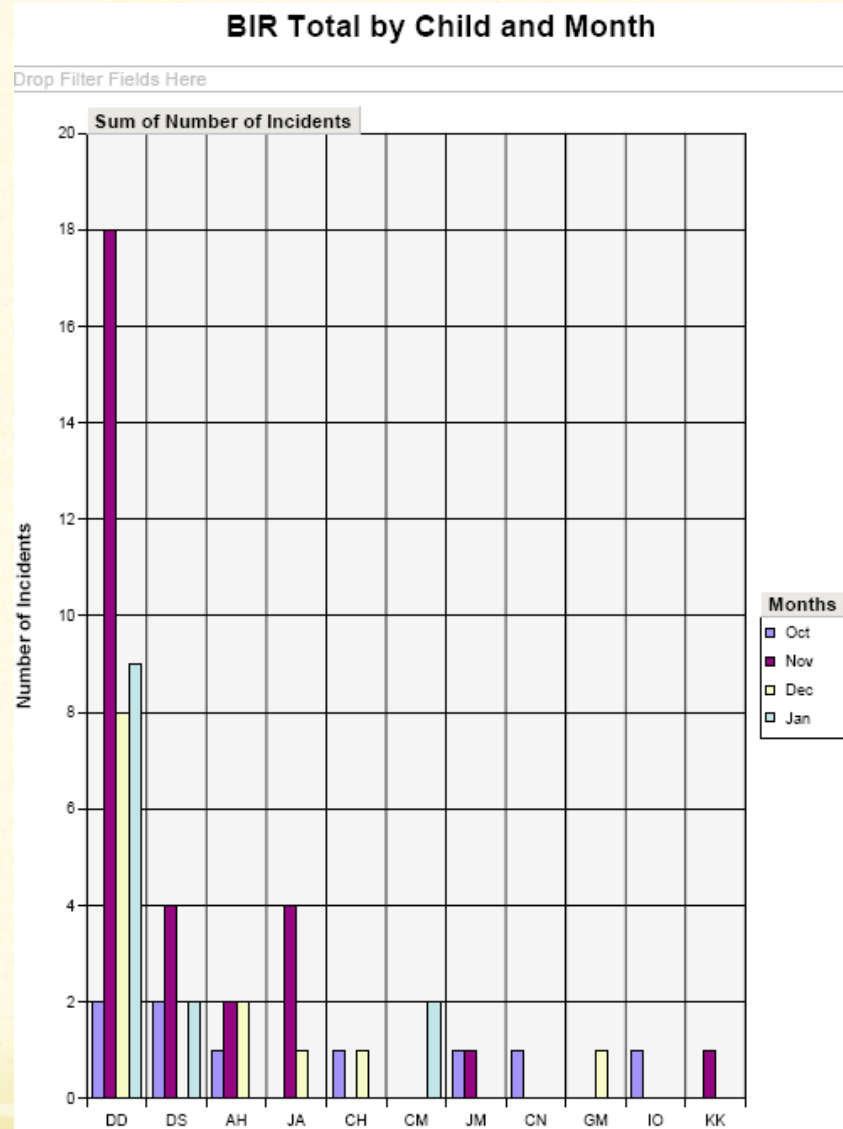
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What Behaviors?



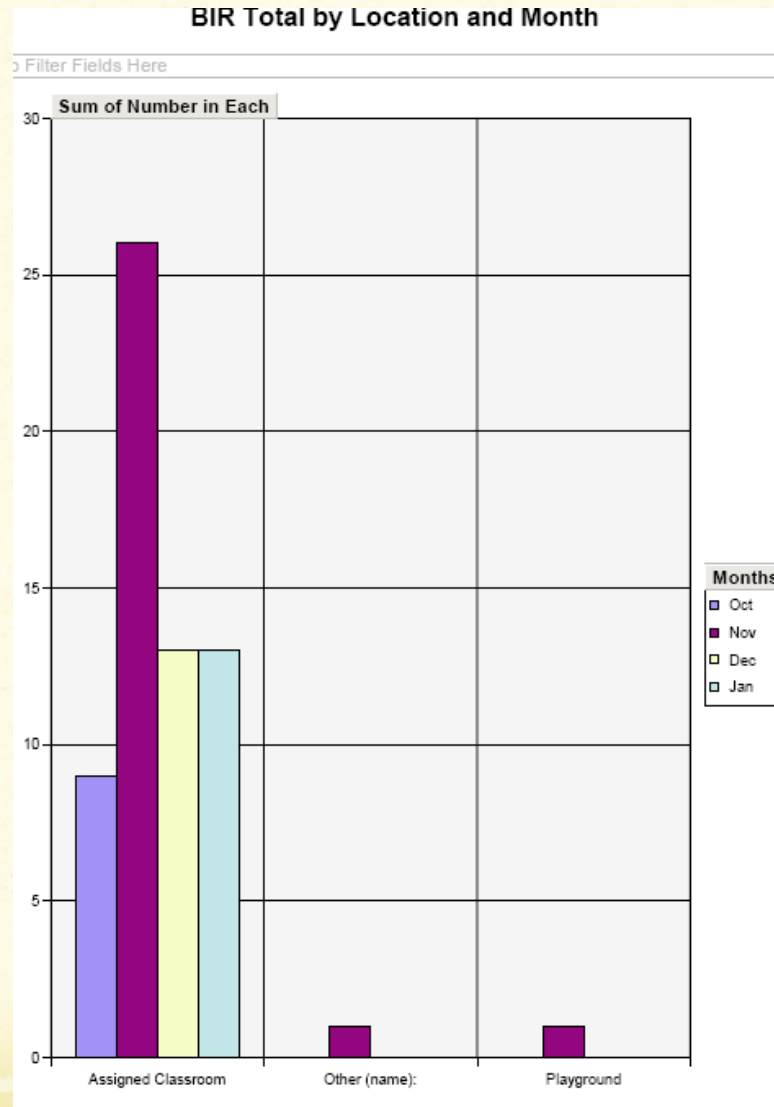
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Who is having problem behavior?



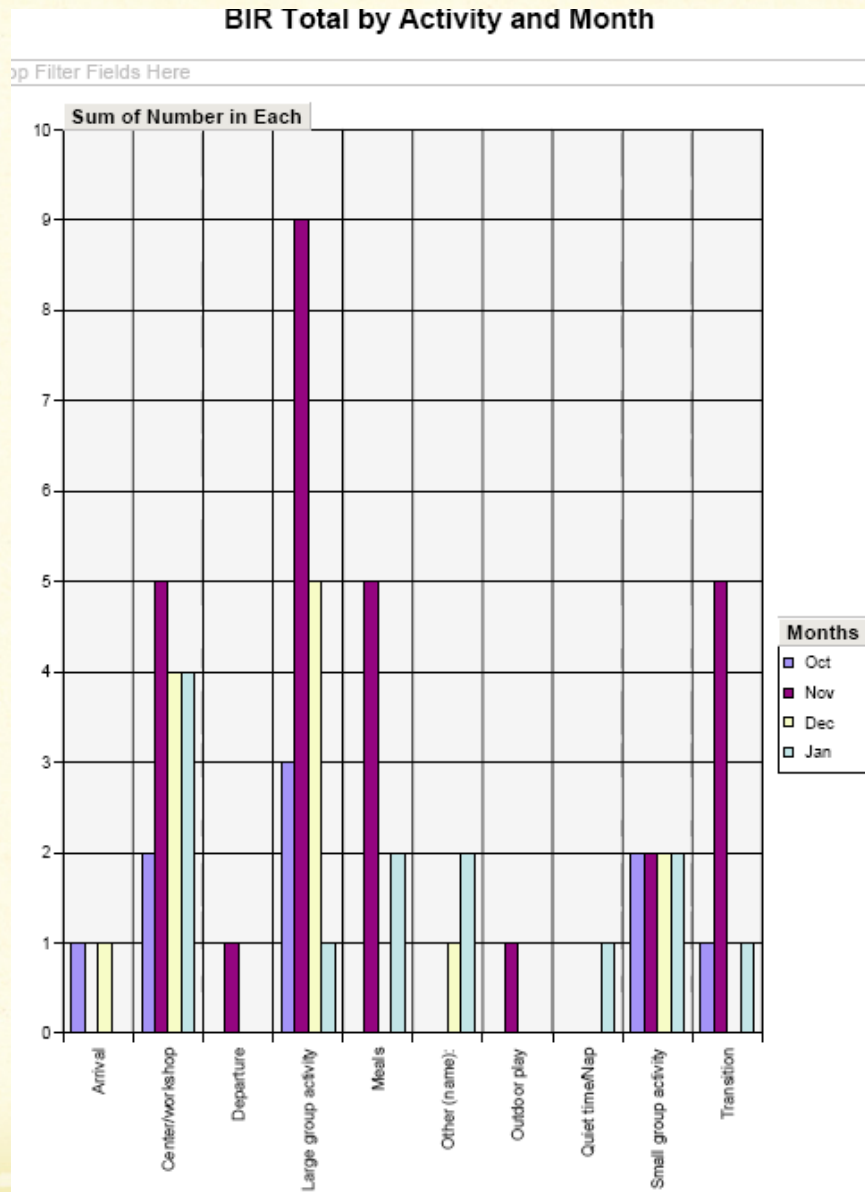
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Where is Problem Behavior?



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When is problem behavior occurring?



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Measuring Outcomes



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Focus on Child Outcomes

- What to measure?
- How to measure?
- How is what is measured used within a decision-making framework?
- Status versus change over time
 - Without implementation of TPOT practices
 - With implementation of TPOT practices



Support/Coaching Activities

- Providing training
- Guiding implementation
- Observing teachers using the TPOT
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- Coaching teams
- Guiding data collection
- Assisting with the analysis of data
- Guiding site leadership
- Assisting with accessing needed resources
- And other capacity-building efforts that results in implementation fidelity and maintenance



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Coaching Resources

- Buysse, V. & Wesley, P. (2007) *Consultation in Early Childhood Classrooms*
- Flaherty, J. (1998). *Coaching: Evoking Excellence in Others*
- Hanft, B., Rush, D., & Sheldon, M. (2004). *Coaching Families and Colleagues in Early Childhood*
- Hayden P., Frederick L., & Smith, B. (2003) *A Road Map for Facilitating Collaborative Teams* by
- Knight, J. (2009). *Instructional Coaching: A Partnership Approach to Improving Instruction*
- Knight, J. (2009). *Coaching Approaches and Perspectives*
- Sweeney, D. (2003). *Learning Along the Way: Professional Development By and For Teachers*



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Additional Coaching Resources

- Center for the **A**dvanced **S**tudy of **E**xcellence (**CASE**)
 - <http://fippcase.org/>
- Competencies for Effective Coaching
 - <http://www.mnsmart.metrostate.edu>
- The Center for Teaching Quality
 - <http://www.teachingquality.org>
- Instructional Coaching: Kansas Coaching Project
 - <http://www.instructionalcoach.org/tools.html>
- National Staff Development Council
 - www.nsdc.org
- Teacher Leader Network
 - http://www.teacherleaders.org/old_site/Resources/coaching.html



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Sister Centers: Resources at Your Fingertips



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- Center on the Social and Emotional Foundations for Early Learning
 - (CSEFEL)
 - <http://www.vanderbilt.edu/csefel/>
- Technical Assistance Center on Social Emotional Intervention for Young Children
 - (TACSEI)
 - www.challengingbehavior.org



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